**WOW Grant Collaboration Project**

Subject(s)/Course(s): Language Arts

Grade Level(s): WS 2-4, Wagner grade 4

Collaborative Partners: Jason Knebel and Gwyneth Dean-Witte

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| Standard(s): |  | |
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| Language Arts  **3.R.3.1 Students can identify and describe literary elements**  **and devices in literature.**  **3.R.4.1 Students can respond to ideas and attitudes expressed**  **in multicultural and historical texts by making connections.**  **Technology:**  **3.CT.1.1 Identify parts of an operating system environment**  **Example:** Desktop, start menu, quick-launch bar/ dock, icons, and menu bar  **4.NC.1.1 Distinguish how changes in technological tools affect outcomes –**  **4.SI.2.1 Distinguish advantages and disadvantages of technology on society.** | | |
| Method of Collaboration (both teacher and student): | | |
| Mr. Knebel, grade 4 teacher from Wagner, and I used a blog to communicate about a novel we both read aloud to our classes.  We divided the book into four sections and read one section each week.  We took turns summarizing and reflecting on the book first. Then the other teacher would reply to our post.  The next week, the other class posted the summary and reflection first. | | |
| Technology Integrated into Project:  We used blogger.com to create a WOW Shared Reading Blog  <http://wswagnerreading.blogspot.com/>  We did this as a whole group using the promethean board. We blogged as a class, with the teacher typing. The students were not individually on the blog. | | |
| Students will know…. | | Student will be able to…..  After listening to oral reading, students will be able to write a short summary.  After listening to oral reading, students will be able to reflect on their thinking, ask questions, and make predictions about the reading. |
| How a blog is organized.  How distant groups can communicate with each other using a blog.  How to share their ideas and reflections about textg they have read. | |  |
| **Assessment Evidence** | | |
| What evidence will show that students understand content/skills of lesson/unit?  At the end of the book, students will write a short summary and reflection about their thinking about the book. They will share this thinking with others in some way they choose. (poster, skit, book jacket, etc) | | |
| Description of Assessment(s)  They will share this thinking with others in some way they choose. (poster, skit, book jacket, etc) These will be shared in our classroom. If possible, we will skype with Wagner to share some of the projects. | | |
| **Learning Plan** | | |
| **Learning Plan (**What learning activities will be used to carry out the collaborative project?)  We will be reading aloud the book, The Miraculous Journey of Edward Tulane by Kate Di Camillo.  Following each reading, we will brainstorm as a class the main events that happened in the reading.  We will then, as a large group class with teacher typing on large screen, compose a summary and reflection to share on the blog. | | |

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